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American School of Home Economics

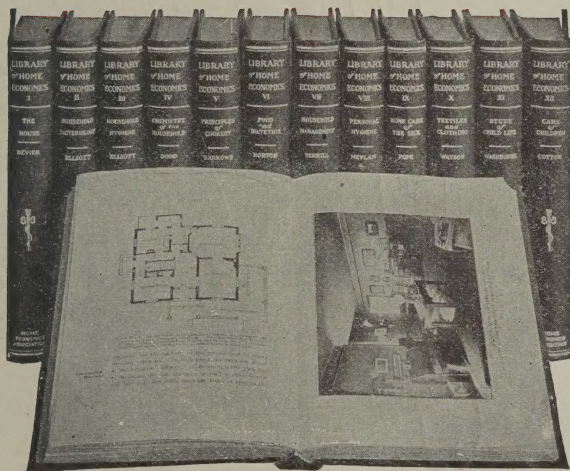
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SERIES I

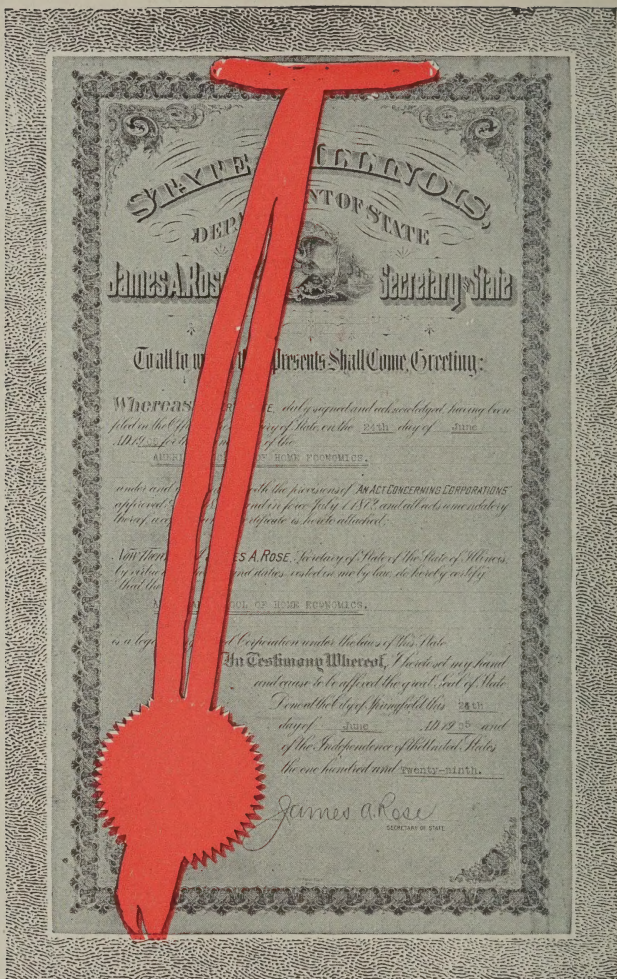
JUNE, 1911

No. 23

The Library of Home Economics



CHICAGO
506 WEST SIXTY-NINTH STREET
ILLINOIS



CHARTER OF THE SCHOOL

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THE LIBRARY OF HOME ECONOMICS

A COMPLETE HOME-STUDY COURSE

ON THE NEW PROFESSION OF HOME-MAKING AND ART OF RIGHT LIVING: THE PRACTICAL APPLICATION OF THE MOST RECENT ADVANCES IN THE ARTS AND SCIENCES TO HOME AND HEALTH

PREPARED BY TEACHERS OF
RECOGNIZED AUTHORITY

FOR HOME-MAKERS, MOTHERS, TEACHERS, PHYSICIANS, NURSES,
DIETITIANS, PROFESSIONAL HOUSE MANAGERS, AND ALL INTERESTED IN HOME, HEALTH, ECONOMY AND CHILDREN

TWELVE VOLUMES

NEARLY THREE THOUSAND PAGES, ONE THOUSAND ILLUSTRATIONS
TESTED BY USE IN CORRESPONDENCE INSTRUCTION
REVISED AND SUPPLEMENTED



CHICAGO
AMERICAN SCHOOL OF HOME ECONOMICS
1911



FOREWORD

THE Library of Home Economics is the result of some years' experience in teaching by correspondence what may be termed the "New Profession of Home Making," and what Mrs. Ellen H. Richards has called the fourth "R" in education—Right Living.

¶ It is realized that the business of housekeeping has not kept pace with the tremendous advancement in other lines of human endeavor, that the wonderful discoveries in science and developments in the arts only slowly and partially have been applied to the problems of personal health and home life.

¶ With the object of giving home-makers and mothers, everywhere, some of the benefits of the teaching now offered in a number of colleges under the terms, domestic science and home economics, the correspondence courses of the American School of Home Economics were planned. Special lesson papers or text books were necessary, for ordinary text books are not adapted to correspondence instruction. From some years of experience in correspondence teaching in other lines, it was known that the lesson books, to be successful, must be simple, concise, non-technical, and above all sufficiently interesting and of immediate practical value to hold the attention of the student throughout the course.

¶ The aim has been, not to teach science nor to teach

theory, as such, but rather the best scientific practice with sufficient theory to show the reason "why" for such practice; in a word, to give as much real help and practical information as possible.

¶ After much planning and consultation, well known teachers were invited to prepare the lesson books from the standpoint of the average woman, and later these same teachers have given or supervised the correspondence instruction. The whole course is so planned that each series of lessons fits into and supplements the others, making one logical whole, without duplication.

¶ From the expressed appreciation of nearly two thousand students, the results sought would seem to have been attained. The scientific accuracy and scholarly tone of the books is attested by their use as text books in many prominent schools and colleges. Although prepared primarily for the woman in the home, as the books naturally embody the teaching experience of their authors, they have been found especially valuable to teachers and to those preparing themselves for various positions.

¶ The Library contains the complete series of lessons, including test questions, which the active members of the School answer in writing and send in, as a written recitation, for the correction and comment of the teachers. This correspondence work has given the text a most rigorous and effective test for clearness of statement and adaptability. In republishing the lessons for the Library such revisions have been made as seemed necessary to clear up all obscure points and to rectify original deficiencies.

¶ In addition, much supplementary material of interest

has been added by the authors, based on their experience in correspondence instruction. A number of special articles of importance are also included.

¶ At the back of each volume will be found a program or outline for supplemental study, making virtually an extension of each series of lessons. These are arranged primarily for classes taking up courses with the School by the group plan, but they should prove of equal value to the individual student and be very suggestive to teachers. The reference books mentioned and the small amount of apparatus required when experiments are suggested are loaned to members of the School when not available locally.

¶ In place of prefaces to the volumes, reproductions are given of the introductory letters of the instructors which are sent to students when each new subject is begun.

¶ The Library is published to give the members of the School their course of study in permanent form, with indexes for ready reference, and in binding worthy of the contents. It will also serve as a reading course for associate members of the School and will be available as a general reference work, making the public acquainted with the character and merit of the correspondence courses of the American School of Home Economics.

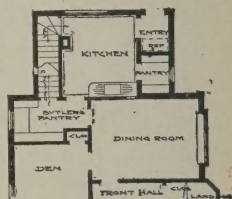
¶ It is in hope that it may serve as an inspiration and an authoritative guide for inexperienced home-makers; that it may open up a new world of interest to the experienced home-maker and give added meaning and importance to familiar tasks; that it may, in some measure, increase health and happiness, that the Library of Home Economics is offered.

THE LIBRARY OF

AUTHORS AND PARTIAL SYNOPSIS

- Vol. I. THE HOUSE: ITS PLAN, DECORATION AND CARE**, by Prof. Isabel Brevier, University of Illinois.

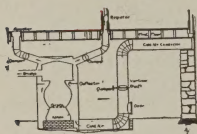
Treats of the development of the modern home and the American house, the planning of convenient houses, construction, floors; the problems of decoration and furnishing; gives suggestions for changes, repairs, household conveniences, "The Cost of Building," etc.



- Vol. II. HOUSEHOLD BACTERIOLOGY**, by S. Maria Elliott, Simmons College, Boston.

An interesting account of the microscopic forms of life and their relation for good and evil to the household; what dust is and how to make "dust gardens"; disease germs and how to avoid them; the protecting agencies of the body and how to keep them active; sanitation, etc.

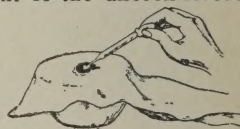
- Vol. III. HOUSEHOLD HYGIENE**, by S. Maria Elliott, Simmons College.



The healthful home; the best situation for the house; importance of the cellar; all about drainage heating, lighting, disposal of wastes, plumbing tests, the water supply; practical suggestions for sanitary furnishings and care; hygienic house-keeping, etc.

- Vol. IV. CHEMISTRY OF THE HOUSEHOLD**, by Margaret E. Dodd, S. B., Mass. Institute of Technology.

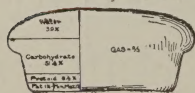
"A Day's Chemistry"—a fascinating account of the unseen forces in the common things met in a day's work—water, air, fire, fuel; chemistry of food, of digestion, of cookery, of baking powder, of cleaning, of laundry, of stains, of lighting; home tests; home-made baking powder, soap, etc., etc.



- Vol. V. PRINCIPLES OF COOKERY**, by Anna Barrows, Columbia University and Chautauqua School of Cookery.

"A key to the cook books"—analyzing and explaining the principles on which success rests; all approved methods of cookery explained, particular attention being paid to economy of time and materials; full consideration of menus, making a fireless cook-stove, "Directions for Waitresses," etc.

- Vol. VI. FOOD AND DIETETICS**, by Prof. Alice P. Norton, University of Chicago.



Tells of the composition, nutritive value and digestibility of foods; how the body makes use of food; food economy; the balanced ration; healthful diet for the sedentary, the aged, the children, and so on; food adulterations, etc.

The "Library" is more than a series of books, it is a complete home study course, tested by use of **600** students, revised and supplemented.

HOME ECONOMICS

Vol. VII. HOUSEHOLD MANAGEMENT, by Prof. Bertha M. Terrill of Hartford School of Pedagogy.

Full treatise on economy in spending; the proper division of income; systems of household accounting; system in housework; the servant problem; help by the hour; buying supplies and furnishings; how to market economically; cuts of meat; season of vegetables; experiences of students; "Co-operative Housekeeping," etc.

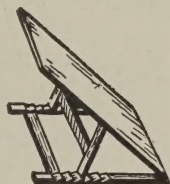


Vol. VIII. PERSONAL HYGIENE, by M. LeBosquet, S. B., Director of A. S. H. E.

The wonderful human machine; running the machine; care of the machine—sufficient physiology given to show the reasons for the directions for maintaining health. emphasis placed on *do* rather than *don't*; articles on "Ethics of Health," "Use and Abuse of Drugs," etc.

Vol. IX. HOME CARE OF THE SICK, by Amy E. Pope, Presbyterian Hospital, New York City.

Includes the essentials of trained nursing; specific directions for handling and caring for the patient; nursing in contagious diseases: obstetrics; food for the sick; emergencies; poisons and their antidotes; bandaging; articles on communicable diseases, etc.



Vol. X. TEXTILES AND CLOTHING, by Kate H. Watson, formerly Lewis Institute and University of Chicago.



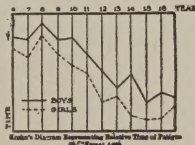
Fully illustrated description of primitive and modern methods of manufacture; textile fibres and fabrics; plain and ornamental stitches and their applications; machine sewing; cutting and fitting of waists and skirts, color and ornament; children's clothes; repairs, etc.

Vol. XI. STUDY OF CHILD LIFE, by Marion Foster Washburne editor "Mothers Magazine."

Thoroughly sensible and practical direction for the treatment of children; faults and their remedies; character building; home occupations; play; associates; studies and accomplishments; religious training; the sex question, answers to questions, etc.

Vol. XII. CARE OF CHILDREN, by Dr. A. C. Cotton, Prof. Children's Diseases, Rush Medical College, University of Chicago.

The care of the baby before birth and of the new baby; healthful clothing; development and growth of the child; authoritative and specific directions for feeding; food disorders; food for older children; treatment of children's ailments, hygiene of the child through pubescence, etc.



Each volume has a program for supplemental study, arranged in programs for clubs, giving references, exhibits, experiments, etc.

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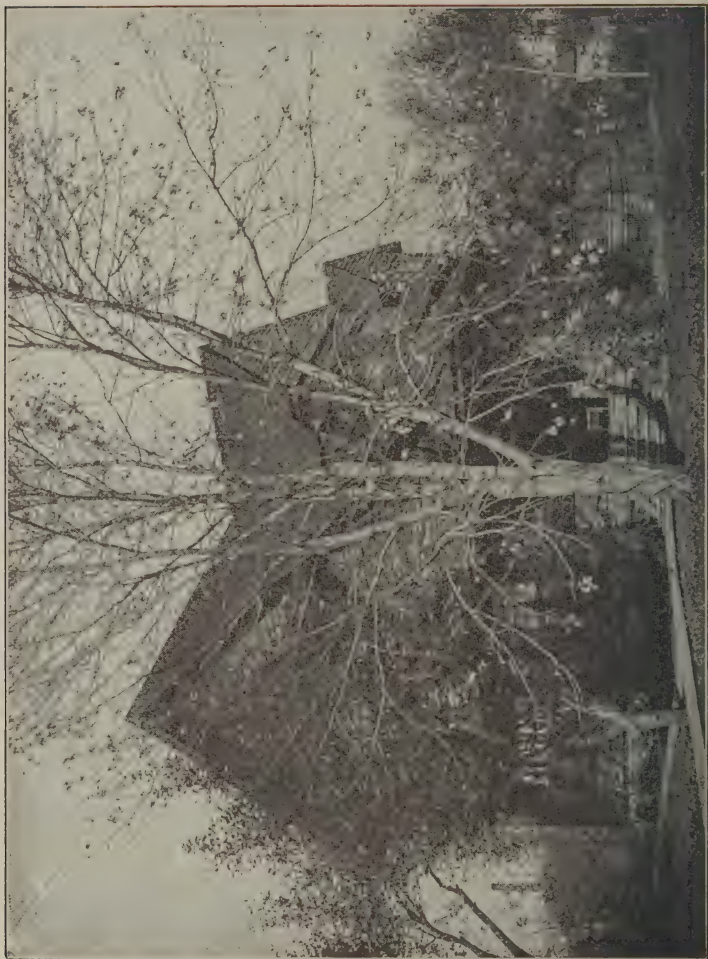
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Vol. I. THE HOUSE: ITS PLAN, DECORATION AND
CARE, by Prof. Isabel Brevier, University of Illinois.



VIEW OF HOUSE No. 5 FROM THE SOUTHEAST.

Cost about \$3,500 to \$4,000.

"The volumes of this Library may be regarded as the tools and formulae for carrying on the work in a systematized and intelligent manner. * * These writers are recognized authorities. * * * Simplicity of statement and clarity * * * brevity without sacrificing completeness are qualities carefully sought for."

The Outlook.

Bulletin No. 11, "THE UP-TO-DATE HOME"—un-
biased tests of money and labor saving household appliances,
48 pp., 54 illustrations, 10 cents.



DINING ROOM TREATED IN OAK
Finish and Furniture after Modern English Style
Frank Chouteau Brown, Architect

"The volumes of this Library contain practically everything which a really interested housekeeper would care to know about her house, inside and outside, and the health and happiness of those who dwell in it. * * * Things that it must take an old housekeeper years of experience to learn, a young housekeeper may have here under her hand at the very beginning of her régime.

The Independent.

"I have had my eyes opened to my shortcomings by these lessons and feel 'The House' is much more interesting than before."—*Mrs. W. E. P., Chicago, Ill.*

proportions will require less decoration and look much better than one not so constructed.

Color
Sense

A trained color sense is not an easy thing to acquire; it is born of association with the beautiful, and some people's opportunity for seeing the beautiful creations in the way of art treasures and good architecture has been limited.

However, one should not be discouraged. Nature shows us beautiful things in form and color, so most of us have access to at least one great teacher. Moreover, the world is waking up to the pleasure and profit to be found in developing the artistic instinct. Copies of the really good pictures of the world are being made for moderate prices. The school children are being trained in form and color, and William Morris's definition of decoration, "To give people pleasure in the things they must perforce use; that is the one great office of decoration. To give people pleasure in the things they must perforce make; that is the other use of it"; is being appreciated more and more.

Good
"Lines"

Where then shall the decoration begin? With the lines of the room. If the house be new, it is to be hoped that the builder has realized the truth of the statement, "Proportion is the good breeding of Architecture". If the room is not in right proportion, decoration should begin in the consideration of what may be done to make the lines of the room good. If the ceiling be too high, the effect of lowering it may be given by allowing the ceiling paper (or calcimine) to

"The first volume 'The House' has been of the greatest value to me in planning our new home. So far we can think of nothing which we would like to have 'different'."—*Mrs. M. L. W., Waterville, Me.*

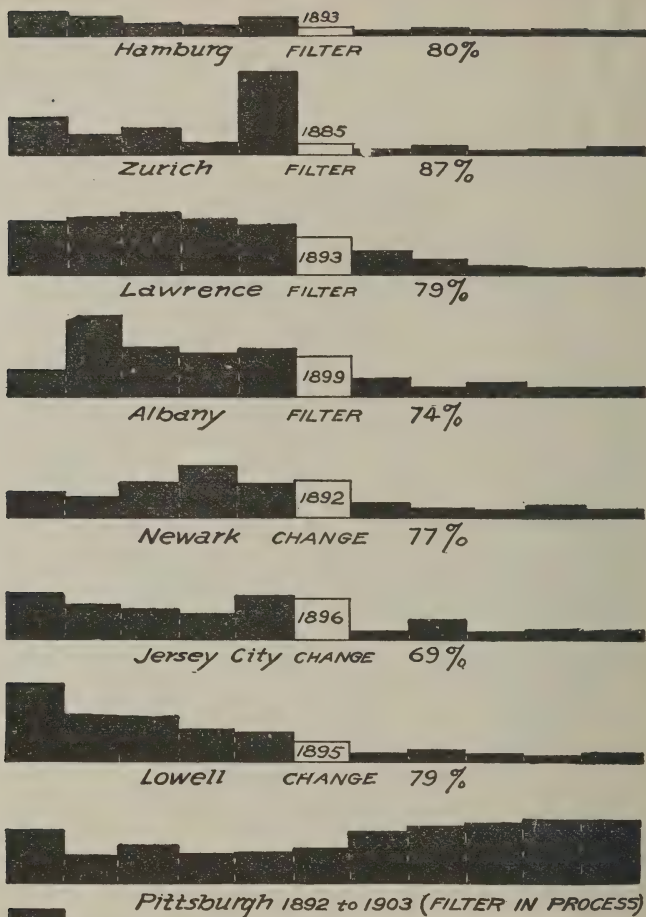


FIG. 4. PHOTOGRAPH OF A DUST GARDEN AFTER TWO WEEKS GROWTH.

Colonies of Mould Marked a; Colonies of Bacteria not Marked.

My husband says that my knowledge gained on this one point alone (bread raising) is worth more than the price of your 'Library'. "—*Mrs. J. C. F., Danville, Pa.*

"I have now begun 'Bacteriology' and it is so fascinating that I sat up until 12 o'clock reading about good and bad bacteria. They are as interesting as characters in a novel."—*Mrs. C. M. B., Delavan, Wis.*



SCALE: 100 DEATHS PER
100,000 PER YEAR

DIAGRAM OF DEATH RATE FROM TYPHOID FEVER FOR FIVE YEARS BEFORE AND AFTER CHANGE IN WATER SUPPLY

The mortality in typhoid is about one case in twelve.

Courtesy of Mr. Allen Hazen, Sanitary Engineer, New York City.

VENTILATION

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ventilation be not sufficient, but in cold weather thoroughly protect the sleeper by effective screens either in the windows or between them and the bed, and furnish heat if necessary.

Dampness can be kept out by inserting in the aperture of the window a screen of cheesecloth or coarse cotton flannel, the woolly side out.

The fallacy that because air is cold it is thereby pure; or warm, that it is impure, has killed many a person. In some diseased conditions there may be great danger in breathing all night intensely cold air; but no person is helped by *impure* air. To have the air pure and warm means more heat, and ventilation does cost! But the lessened vitality or actual disease due to lack of ventilation costs even more in the end and many persons die because they are unwilling, as they say, "to heat all-out doors."

Cold Air
Versus
Pure Air

Some houses or rooms are more poorly ventilated in summer than in winter. The air outside being warmer than that inside, the desire is to keep it out. Often this results in shutting the windows during too much of the day. Unless great care is taken this may result in damp, stagnant air within the house, which is far more unhealthful than a little excess of dry heat. Fortunately, artificial lights are lessened and there is more out-of-door life to counteract the bad influences. Any occupied room should have a bath of fresh air every day and the sun should not be shut out entirely from any room for many days at a time.

Summer
Condition

"The course has taught me the whys and wherefores of so many everyday duties, which before had been, perhaps, about as well performed, but blindly done and so much pleasure lost."
—Mrs. L. B. C., Spokane, Wash.

CHEMISTRY OF THE HOUSEHOLD.

9. What precautions must be taken in bleaching or removing stains with chloride of lime solution or with Javelle water?
10. Why is it necessary to have clothes dry before starching if much stiffness is desired?
11. If possible, try to remove some stain by a method given in this lesson and tell of the results.
12. Describe a good method of washing woolens.
13. Why does the drying of a little acid or alkali on a fabric have a very disastrous effect?
14. What is your method of washing dishes?
15. What can you say of acids, alkalies, salts?
16. What is "washing soda?" How should it be used? When should it *not* be used?
17. Why does strong soap or washing soda harm varnish or paint?
18. How does the chlorine in "chloride of lime" bleach?
19. What advantages has ammonia for use in the laundry?
20. Do you understand everything given in this lesson paper? Are there any questions you would like to ask?

NOTE.—After completing the test sign your full name.

"Test Questions" on "Chemistry of the Household," Part II.

There are about 700 of such test questions in the "Library", all of which are answered in the text—together with 7001 not asked.

"Chemistry" always having been a bugbear to me, I am surprised at the interesting way in which it may be treated." —
Mrs. J. H. B., St. Johnsbury, Vt.

"I find 'Chemistry of the Household' intensely fascinating and so happily presented."—*Miss M. H. T., Minneapolis, Minn.*

For example, if we have learned how to make a white sauce and how to cook meats and vegetables, we do not require separate detailed recipes for creamed chicken, creamed oysters, creamed potatoes, creamed cauliflower, or creamed asparagus; we only need to make the sauce a little thinner or thicker to offset the

Creamed
Dishes



CREAMED FISH IN RAMEKINS.

dry or watery nature of the article with which it is to be put and to vary the flavor slightly to adapt it to another material.

Furthermore, any such creamed meat or vegetable may be served plain, or on toast, or in timbale cases, or combined with buttered crumbs, as a "scallop," or by the addition of stiff egg whites it becomes a "soufflé" when baked. When the sauce is made of double thickness, and combined with the meat or vegetable and chilled, the mass may be shaped into croquettes or cut-

Variety
in Serving

"I would like to say how pleased I am to have learned certain clearly defined principles, which enables one to succeed in 'free hand' cooking."—Mrs. E. A. U., Los Gatos, Calif.

wield the rolling pin or bend over a hot stove, and strawberries may well be substituted for pies.

True economy must be practiced in the planning of menus and one thing fitted into another so that nothing is lost.

USE OF FATS

Perhaps there is no one thing more often wasted in the average household than fat, yet this is essential to our health, and we pay high prices for it in cream, olive oil, and butter, when cheaper forms might be substituted in some cases.

The fat trimmed from meats is too often left at the market or thrown away after cooking, instead of clarifying it according to the directions on page 73. This, when properly prepared, would be far superior to the lard and cooking butter often bought for culinary purposes.

The flank fat from beef, or "cod fat," as some market-men call it, is much softer than suet, and, if carefully prepared, is to be preferred to cooking-butter for making ordinary cookies, gingerbread, pastry, etc. This clarified fat usually costs less than ten cents a pound, even after the weight of the scraps is deducted.

When a housekeeper has not time to prepare such fat, she may buy *uncolored* oleomargarine at about half the price of table butter, or in the vicinity of fifteen cents a pound. (Colored butterine is taxed ten cents a pound.) Many preparations of cotton

"I have found these lessons wonderfully helpful in classifying and fixing facts in my mind, and I am much better grounded in the principles of cookery than I should ever have been by merely studying cook books." *Mrs. A. L., Rochester, N. Y.*

SPECIAL DIET

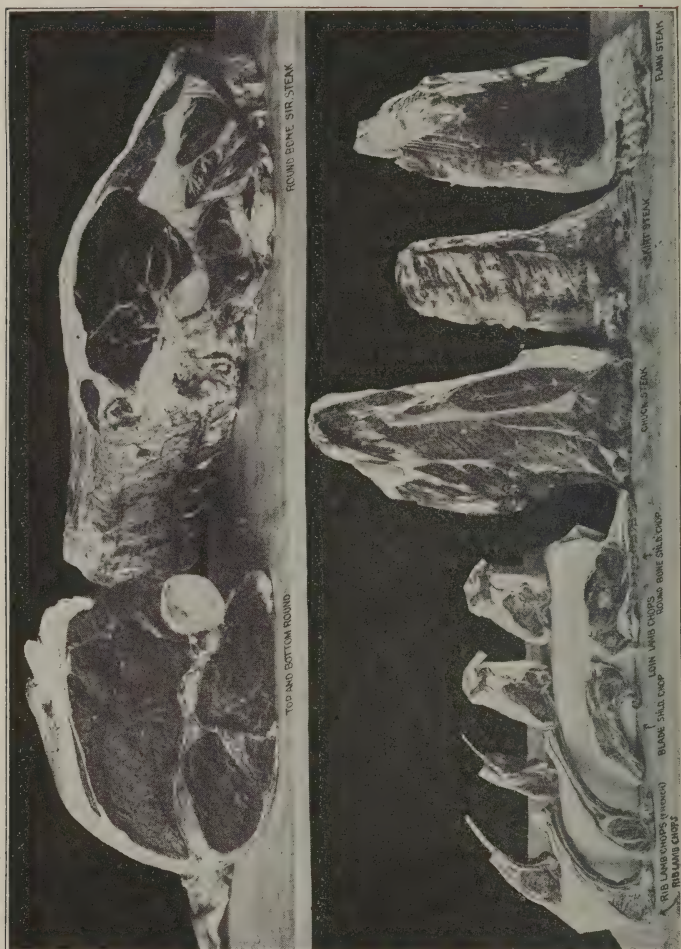
The housekeeper of today must know not only how to select food for the normal member of her household, and how to provide for the varying needs of different ages and activity, but she is many times called upon to direct the diet of an invalid or a delicate child or to provide special foods for those who are sick.

It is not her province to diagnose a case, or to prescribe special diet, but it is her part to be able intelligently to carry out the directions of a physician. If the invalid is to have starchy foods eliminated from his menu, the housekeeper must know where to turn to obtain foods that will furnish the requisite number of calories without recourse to carbohydrates, and she must be able to prepare such food in a palatable manner; if the diet is to contain a large amount of fat, as in the case of a tubercular patient, she must know where to obtain this food in a digestible form, and, if there is need for economy, how to substitute cheap forms of fat for the more expensive ones. She must know, when the direction is given for a nourishing diet, how to add the egg or milk that is required, or to substitute some other form of food if these are not acceptable.

Housekeeper's
Province

The housekeeper then, so far as invalid diet is concerned, should be familiar first, with the composition of the ordinary food materials, and second, with the relative digestibility of the different foods so far as

"I am so dependant upon your Bulletins and my 'Library of Home Economics' I often wonder how I did without them before."—Miss L. A. S. (nurse) Chicago, Ill.



CUTS OF STEAK AND LAMB CHOPS.

Courtesy of the Department of Domestic Science, Columbia University.

"The 'Library' is invaluable. If I had only had it when I began to keep house two years ago, I should have been saved many bitter mistakes, many wasted hours and many, many dollars."—Mrs. J. C. H., Duluth, Minn.

"These subjects are rapidly creeping into schools and colleges, but too late for us and we don't want to be left behind by school girls!"—*Miss M. L. G., New Haven, Conn.*

FOOD ECONOMY

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used sparingly. Macaroni, spaghetti, rice, hominy and other cereals were almost never substituted for potatoes. The possibilities of cheese seemed quite unexplored. There was very little variety in vegetables in spite of the fact that in almost every case the families lived in large cities where the markets were bewilderingly rich with a great variety."

These facts are but further evidence of the misconception in these days on the part of many, of the duties of the housekeeper. What greater duty can she have than looking after her share of the business engagement entered into when she assumed the responsibilities of a home and pledged herself to faithfulness in her part?

These duties are worthy of, yes, require, if properly attended to, the mental ability and intelligent care and interest of the trained, skillful women who assume them, and it is a pity that so many homes are being wrecked and others falling far short of their finest possibilities because of such neglect. I sometimes try to picture the outcry there would be if the wage-earners in our homes were equally lax in their responsibilities of providing! And yet, as I have tried to point out in the text, care in the consumption is as important in the home-finance as is providing, and the difference in comfort is greater, proportionately.

What is to start a great wave of pride over our land that shall stir every home-maker who is at present indifferent to, or ignorant of these great facts,

"I have never realized that housekeeping could be made so interesting until I began these lessons. I always 'hated' it, and only took up this course to please my father. Now I am ever reading and studying." *Miss C. E. M., Morristown, N. J.*

FUEL AND ENERGY VALUE OF FOODS AS EATEN

Food	Calories Per Ounce	Food	Calories Per Ounce
Lard, salad oil, etc.....	250	Indian Pudding.....	52
Butter.....	225	Eggs (boiled).....	48
Nuts (almonds, peanuts, pecans, walnuts). avg. .	185	Fish (baked blue).....	42
Chocolate (bitter).....	179	Baked Beans.....	35
Chocolate nut candy (about).....	140	Bananas.....	29
Cheese (cream).....	123	Grapes.....	28
Crackers and cookies.....	119	Potatoes (boiled).....	28
Sugar.....	116	Macaroni (cooked).....	26
Plain candy.....	112	Hash.....	24
Cake.....	105	Milk (whole).....	20
Lamb (broiled chops)....	104	Apples.....	19
Dates and raisins.....	101	Oat Meal Mush.....	19
Beef (roast).....	101	Chicken Soup(home made)	18
Mutton (roast leg).....	89	Peas (green canned)....	16
Olives (green pickled)...	87	Spinach (cooked).....	16
Mince Pie.....	85	Oysters.....	15
Ham (boiled).....	83	Oranges.....	15
Broiled Tenderloin of Beef	81	Soup Stock.....	12
Apple Pie.....	79	String Beans, Onions Beets, Squash.....	12
Bread (white).....	76	Musk melon.....	12
Bread (whole wheat)....	72	Strawberries.....	11
Sweet Potatoes.....	58	Milk (skimmed).....	10
Cream.....	57	Tomatoes and Lettuce...	6
Pudding, rice, tapioca....	52	Celery and Cucumber...	5
		Cereal Coffee (infusion)..	2

Note. From the above table, in connection with that on page 49, it will be easy to get a general idea of the quantity of food required. For example, with eight hours of sleep, six hours of rest, and ten hours of light exercise, a man of a body weight of 154 pounds would require about 2,800 calories. (See page 49.) A woman weighing a little over 100 pounds would need 1,900 calories. This would be supplied by 14 ounces of chocolate candy, or about a pound loaf of bread and three ounces of butter, and so on.

"We most heartily commend these courses to all persons interested in healthy homes and the development of a vigorous people—mentally, physically and as a consequence—morally."
Iowa State Board of Health Bulletin.



EXERCISE 14.

One.—Raise arms sideways, palms down.

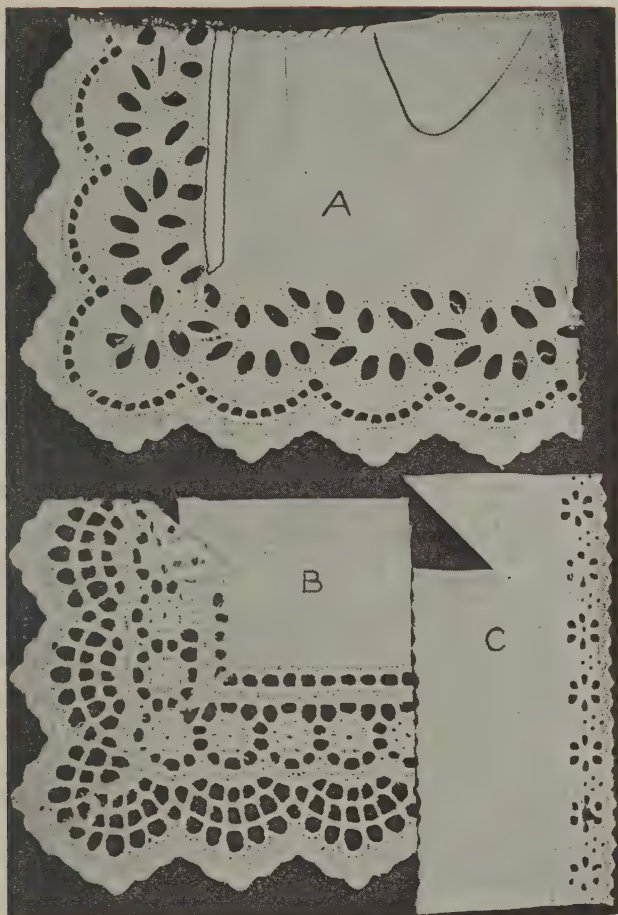
"I cannot commend your work too highly—as I wrote one of my old school friends the other day. I have found the course of the School of more practical use to me than any of my University courses. The 'Library' is a constant help and inspiration,"—*Mrs. D. C. C., Elgin, Ill.*

Vol. IX. HOME CARE OF THE SICK, by Amy E. Pope,
Presbyterian Hospital, New York City.



CHANGING THE DRAW SHEET

"Your books and your answers to all my questions have been of very great assistance to me. I fear I could not have succeeded in my new position without the help of my 'Library' and Membership privileges."—*Mrs. E. L. M., Cleveland, Ohio.*



MITERING AND JOINING EMBROIDERY

A—Finished with a stitched seam ; B—Edge hemmed down and cloth cut away underneath ; C—Joined with lapped seam.

"This book not only presents the historical and practical, but also the art side of the subject. It is the first satisfactory textbook on textiles that we have seen."—*Manual Training Magazine*, October, 1908.

STUDY OF CHILD LIFE

most invisible—which leaves the child most in freedom. Almost the whole duty of mothers is to provide the right environment and then just love and enjoy the child as he moves and grows in it. But to do this apparently easy thing requires so much simplicity and directness of vision and most of us are so complex and confused that considerable training and considerable effort are required to put us into the right attitude.

"For myself, soon after I took my kindergarten training, which I did with three babies creeping and playing about the school-room, I read George Meredith's "Ordeal of Richard Feveril" (referred to on p. 33, Part I) and felt that that book was an excellent counter-balance, saving me, in the nick of time, from imposing any system, however perfect, upon my children. Perhaps you will enjoy reading it, too."

THE EMOTIONAL APPEAL

"Doing right from love of parent may easily become too strong a factor and too much reliance may be placed upon it. There are few dangers in child training more real than the danger of over working the emotional appeal. You do not wish your child to form the habit of working for approval, do you?"

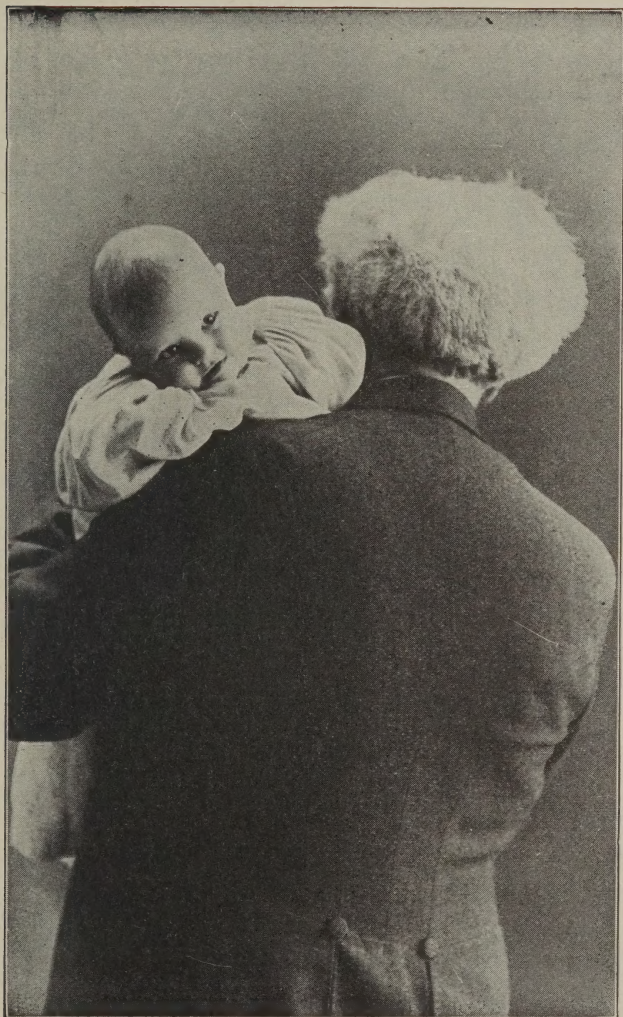
THE FOOD QUESTION

"The food question can be met in less direct ways with your young baby. No food but that which is good for him need be seen. It is seldom good to have so young a child come to the family table. It is better

"I feel unable to express myself too strongly in praise of this Child Study course."—*Mrs. M. G. H., Peoria, Ill.*

"I have found these lessons intensely interesting, though I have not even a nephew or niece."—*Miss A. L. C., Boston, Mass.*

Vol. XII. CARE OF CHILDREN, by Dr. A. C. Cotton,
Prof. Children's Diseases, Rush Medical College, U. of Chicago.



ONE OF DR. COTTON'S BABIES IN THE "BABY RAG"

"These lessons have saved me hours of anxiety in the care of my children, besides many dollars in money,"—*Mrs. E. W. G., Pacuca, Mexico.*

A page from one of the twelve Programs for Supplementary Study which are arranged by meetings for clubs and give references, experiments and suggestions.

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PRINCIPLES OF COOKERY

Topic: French Sauces and their Inventors. See Hand Book of Domestic Science, by Wilson, page 69. (\$1.00, postage 10c.) And other books.

References: Extract No. 44. Butter Substitutes. Sanitary and Economic Cooking, by Mary Hinman Abel. Chapter on Fats and Oils. (40c., postage 6c.)

Cheese

Make and serve Welsh rarebit made from different recipes, using the same kind of cheese, or make two lots by the same recipe and method, using two or more grades of cheese. See Question 17.

Exhibit: Show samples of all possible kinds of cheese; prices and composition.

Topic: Ways of using Cheese in Cookery. See Sanitary and Economic Cooking and Cook Books.

References: Farmers' Bulletin No. 82, Curd Test in Cheese Making; No. 144, The Curing of Cheese; No. 162, Cheese Prints; No. 202, Manufacture of Cottage Cheese; No. 244, The Food Value of Cottage Cheese; No. 166, Cheese Making on the Farm.

Chemistry of Cooking, by Williams; Chapter IX. Cheese. (\$1.50, postage 2c.)

(Select answers to Test Questions on Part I and send them to the School for correction and report on experiments.)

MEETING III

(Study pages 55-82)

Eggs

See experiments on cooking of eggs in water, page 57.

Try similar experiments in "frying" eggs with fat at high and low temperature.

See Question 6.

Show egg mixtures as custards, sponge cakes, etc., cooked at too high a temperature and the same ingredients cooked at correct temperature.

Bulletins sent free on request: No. 14, "The Profession of Home-Making," home study courses; No. 8, Club Study, Book Notes, etc. Others, 10 cents each:—No. 9, "Home Economics in Modern Education"; No. 10, Books in the Circulating Library Dept., etc.; No. 11, "The Up-to-Date Home: Money and Labor Saving Appliances"; No. 13, "Food Values"; No. 15, "Free Hand Cooking."

APPRECIATION

"Had this golden opportunity been offered me—say 25 years ago—how many times the cost of the Library might have been saved each year. It is a shame that anyone should have to plod the old way of experience with such help as this at hand."—*Mrs. M. C. W., Aurora, Ind.*

"Dear Friends:—I use the above advisedly, for I really feel that you are "friends indeed," because friends in need to the women who are truly desirous of fulfilling their mission in life. It seems to me your Library will be a help of incalculable value to teachers. I would not part with my set for three times the cost."—*Miss E. A. (teacher), Wichita, Kansas.*

"Your books are so interesting; every statement is so clear and concise that no books of fiction ever held half the attraction for me that they do."—*Mrs. F. H., Ames, Iowa.*

"Although I have not half completed the course, I find that my old enthusiasm, the enthusiasm of a young housewife—which alas, is so soon deadened by the dull, because unscientific routine of daily tasks—has been aroused to such a degree that my middle aged fervor far outshines that of my early married life."—*Mrs. E. B. G., Pasadena, Cal.*

"The more I study the text books, the more I like them. The lessons have been such a help to me. What a delight housework would be to all women if they could go about it intelligently."—*Mrs. W. C. F., Lewiston, Idaho.*

"I have gained many new helpful suggestions for more successful management of the home and the enthusiastic desire to accom-

plish all."—*Miss E. W., Fayette, Mo.*

"I have found the books of great service as reference. They are very concise and accurate and give me many facts and ideas that have been most helpful."—*Miss C. McD. (teacher), New Milford, Conn.*

"Scarcely an hour passes in the day when the practical importance of the lessons is not brought to my mind."—*Mrs. L. B., Roanoke, Va.*

"I am delighted with the Library. I have no other books of which I am so proud, both for their (valual) value and for their attractiveness."—*Miss E. D., Marinette, Wis.*

"The binding is almost as good as the contents, which is saying much."—*Mrs. L. C. W., Brooklyn, N. Y.*

"I have received much enjoyment and real benefit from the lessons, especially in that they act as a kind of inspiration to better, more scientific ideals about the methods of daily routine."—*Mrs. M. G. G., Worcester, N. Y.*

"I wish all housewives could have the benefit and encouragement they bring. They certainly fill a long felt want in my case. I learn so much from every lesson."—*Mrs. C. L. G., Waterloo, N. Y.*

". . . the books are so excellent and so exactly what every up-to-date home-maker needs."—*Mrs. M. C. F., Belmont, Mass.*

"The lessons put new meaning into so many things often considered drudgery."—*Mrs. G. W., Manchester, N. H.*



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We Believe —

- T**HAT right living should be the fourth “R” in education.
- T**HAT home-making should be regarded as a profession.
- T**HAT health is the duty and business of the individual; illness of the physician.
- T**HAT most illness results from carelessness, ignorance, or intemperance of some kind.
- T**HAT as many lives are cut short by unhealthful food and diet as through strong drink.
- T**HAT on the home foundation is built all that is good in state or individual.
- T**HAT the upbringing of children demands more study than the raising of chickens.
- T**HAT the spending of money is as important as the earning of the money.
- T**HAT economy does not mean spending a small amount, but in getting the largest returns for the money expended.
- T**HAT the home-maker should be as alert to make progress in her life-work as the business or professional man.
- T**HAT the most profitable, the most interesting study for women is the home, for in it center all the issues of life
- T**HAT the study of home problems may be made of no less cultural value than the study of art or literature and of much more immediate value.

—American School of Home Economics